DOCUMENT RESUME

ED 272 739 CE 044 861

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|---|---|
| TITLE | FOCUS on Management. Final Report. |
| INSTITUTION | Royce and Royce, Lancaster, PA. |
| SPONS AGENCY | Pennsylvania State Dept. of Education, Harrisburg. |
| PUB DATE | 86 |
| NOTE | 28p.; The appended bulletins are printed on colored paper. |
| PUB TYPE | Reports - Descriptive (141) -- Reference Materials - Directories/Catalogs (132) |
| EDRS PRICE | MF01/PC02 Plus Postage. |
| DESCRIPTORS | *Adult Education; *Adult Programs; Bulletins; *Demonstration Programs; Material Development; Program Descriptions; Program Evaluation; *Publicity; *Staff Development |
| IDENTIFIERS | 310 Project; *Linkage |

ABSTRACT

This final report describes the review and evaluation of 10 years of Pennsylvania's 310 special projects in the areas of program promotion, program linkages, and staff development. Three major selection criteria were effectiveness, innovative qualities, and adoptability. Of some 97 projects reviewed, 21 were deemed exemplary. A reader survey of the audience of the three FOCUS Bulletins highlighting the 309/310 projects that were published by the project between November 1985 and March 1986 collected information on readership, readers' interests, and effectiveness (how well information provided matched reader interests). Following the narrative portion of the final report are the descriptions of the 21 exemplary projects. These contain name, area, project director, year, organization, issue, contact, telephone, audience, panel review, sub-area, components, cost, and comments. Copies of the three bulletins and a copy of the evaluation form for the bulletins are also provided. (YLB)

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# FOCUS on management

# 1985

FOCUS BULLETINS:

PROGRAM PROMOTION

PROGRAM LINKAGES

STAFF DEVELOPMENT

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# FOCUS

U.S. DEPARTMENT OF EDUCATION
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SHERRY ROYCE
Project Director

#99-6002 FY 1985-86
$ 5,000.00 Funding

ROYCE & ROYCE
1938 Crooked Oak Drive
Lancaster, PA 17601

OE 04486

## FOCUS on management ABSTRACT

This 310 Special Project was funded at $5,000 from July 1, 1985 to June 30, 1986 to:

(1) review and evaluate ten years of Pennsylvania's 310 special projects in the areas of Program Promotion, Program Linkages, and Staff Development;

(2) publish three FOCUS on management Bulletins and disseminate them to adult education programs in PA and to ABE information centers through the nation.

Products include the FOCUS Final Report, which contains a Readers' Survey, and the three FOCUS Bulletins.

* * * * * * * * * * * * *

FOCUS BULLETINS

Four Pennsylvania adult educators and the FOCUS editor reviewed ten years of 310 projects in the program management area. The panelists, Edith Gordon, Director of the Centre Intermediate Unit 10's Adult Development Center; Joan Leopold, Director of adult education at Harrisburg State Hospital; Gerald Valeri, Federal Programs Coordinator of Altoona School District, and Annette McAlister of Pennsylvania's ABE Clearinghouse AdvancE have had extensive experience as 310 project directors, as 306 program directors and as resource managers.

Criteria for review were those initiated by the USOE's Clearinghouse ADELL in FY 1978-79. The three major selection indicators for inclusion in in the FOCUS Bulletins were: Effectiveness, Innovative Qualities, and Adoptability. Of some 97 projects reviewed, 21 were deemed exemplary and featured in FOCUS.

1. NAME — The title of the 310 Project used in the FOCUS Bulletin.

2. AREA — Classification used to identify major curriculum thrust of project and product.

3. PROJECT DIRECTOR — Individual responsible for project development and administration. In most cases, the CONTACT (7) person remains the project director. However, a * denotes that the director is no longer available. In that case, the name and TELEPHONE (8) of an alternate is provided.

4. YEAR — Year in which the project was completed and the final product provided to AdvancE Clearinghouse. Projects that have a July 1, 1982 - June 30, 1983 fiscal year will be labeled as 1983 products. Any project reviewed may be borrowed from the AdvancE Clearinghouse, PDE, 11th Floor, 333 Market St. Harrisburg, PA 17108.

5. ORGAN. — Name and address of the organization funded to develop the 310 Special Project.

6. ISSUE — This indicates the FOCUS ISSUE in which the project was reviewed.

7. CONTACT — That individual with special knowledge of each particular project; where a current contact is no longer, available, the AdvancE Clearinghouse is suggested.

8. TELEPHONE — The phone number at which the contact can be reached.

PA 310 R&R LISTING 1986

(1) NAME: PROJECT SWAP
(2) AREA PROMOTION
(3) PROJECT DIR: *Sherry Royce
(4) YEAR 1980
(5) ORGANIZATION LLIU 13 Adult Education
Box 5026
Lancaster, PA 17601
(6) ISSUE: FOCUS NOV '85
(7) CONTACT: ADVANCE
(8) TEL: (717)783-9541

(9) AUDIENCE: A,C,T
(10) PANEL REVIEW 1985
(11) Sub-Area: ABE
(A) Effectiveness S+
(12) COMPONENTS FR, G
(B) Innovation S+
(13) PROJECT COST $9,000
(C) Adaptability S+

(14) COMMENTS: The project, which launched a statewide ABE promotion campaign around the theme: BE ALL YOU CAN BE, includes a Guide to PR know-how containing 27 competency-based modules with tips to support beginners and challenge veteran ABE promoters.

9. AUDIENCE — Project products such as the final report and the curriculum or teachers' guide are best suited to different audiences. The audience code is:
A = administrators; T = tutors/teachers;
C = counselors; L = learners.

10. PANEL REVIEW — The year in which the panel review was conducted. Each project was rated for (A) Effectiveness; (B) Innovation, and (C) Adaptability.
E = excellent; S = superior; G = good, F = fair.
Only projects with Good or higher ratings were reported in FOCUS Bulletins and are included in this listing with the exception of the medley of Literacy Linkage Models which were considered well-worth examinining but not rated; thus the NR.

11. SUB-AREA — An additional product interest or area of use beyond that identified as AREA (2).

12. COMPONENTS — A list of the products available from AdvancE:
C = Curriculum for learners or staff; G = guide;
AV = Media or High-Tech component; FR = Final Report. In most cases, the guide is attached to the curriculum or final report.

13. COST — Funding for the project as reported by PDE's Division of Adult Basic Education.

14. COMMENTS — A brief description of projects' goals, products, and/or results.

Evaluation and Dissemination

A Reader Survey was mailed with the March FOCUS Bulletin [See Appendix A]. The results, compiled in April, reveal that FOCUS on management reached its intended audience. In addition to Pennsylvania, surveys were returned from 12 states and Washington, DC. The returns indicated that readership was composed of 85.7% administrators with the remaining 14.3% involved in AE staff development. Of those who identified themselves as administrators, 29% indicated that they were also involved in staff development. A comparison with last year's survey shows an increase in readership among community-based organizations. [11% in 1985 and 17.8% in 1986].

Readers Interests

On the average, readers received 83% of the issues and indicated a 60% preference for the Staff Development Issue, The remainder was split equally between program linkages and program promotion. However, to date, requests to AdvancE to review projects dealing with program promotion exceed the areas of program linkages or staff development. One might suppose this is because PR was the first Bulletin issued this year or because PR is one area where administrators are always seeking additional ideas.

On the other hand, the readers' survey indicated that Penn State's How Adults Learn, was a favorite for review. More than half of the readers returning the survey indicated that they had requested more information about the projects from AdvancE, the Focus Editor or the Project Director; with some asking for three or four projects.

FOCUS Ratings

A four point rating scale was used to evalutate the FOCUS Bulletins with O as the lowest possible rating and 3 as the highest. Individual Areas averaged as follows:

| | 1985 | 1984 |
|---|---|---|
| Informative | 2.83 | 2.74 |
| Organized | 2.70 | 2.82 |
| Interesting | 2.69 | 2.59 |
| Understandable | 2.69 | 2.79 |
| Useful | 2.53 | 2.38 |
| Rewarding | 2.32 | 2.33 |

Out of a possible 18 points for the six areas surveyed, FOCUS received an average total score of 15.76 or .11 higher than the previous year. The project director was extremely pleased with the gain in "interesting" and "informative", two categories she had worked at improving.

FOCUS Effectiveness

The effectiveness of the FOCUS Bulletins was evaluated by determining how well the information provided matched reader interests. Readers were asked to mark what resources they were looking for in 12 areas and to indicate what resources they had received from FOCUS.

PA 310 R&R LISTING 1986

NAME: PROJECT LEAP
PROJECT DIR: *Thomas Newman
ORGANIZATION Center for Literacy
3525 Chestnut Street
Philadelphia, PA 19104
CONTACT: ADVANCE

AREA PROMOTION
YEAR 1977
ISSUE: FOCUS NOV '85
TEL: (818)783-9541

AUDIENCE: A,C
Sub-Area: LITERACY
COMPONENTS FR, G, AV
PROJECT COST $76,141

PANEL REVIEW 1985
Effectiveness S+
Innovation E
Adaptability S

COMMENTS: One of the best examples of a comprehensive media campaign to boost en rollment in ABE classes and encourage volunteerism, PROJECT LEAP provides as use ful a discussion of communications for adult educators as you are likely to find

PA 310 R&R LISTING 1986

NAME: PROJECT SWAP
PROJECT DIR: *Sherry Royce
ORGANIZATION LLIU 13 Adult Education
Box 5026
Lancaster, PA 17601
CONTACT: ADVANCE

AREA PROMOTION
YEAR 1980
ISSUE: FOCUS NOV '85
TEL: (717)783-9541

AUDIENCE: A,C,T
Sub-Area: ABE
COMPONENTS FR, G
PROJECT COST $9,000

PANEL REVIEW 1985
Effectiveness S+
Innovation S+
Adaptability S+

COMMENTS: The project, which launched a statewide ABE promotion campaign around the theme: BE ALL YOU CAN BE, includes a Guide to PR know-how containing 27 competency-based modules with tips to support beginners and challenge veteran ABE promoters.

PA 310 R&R LISTING 1986

NAME: NOW I CAN!
PROJECT DIR: Tana Reiff Sodano
ORGANIZATION The Message Refinery
PO Box 182
Lancaster, PA 17603
CONTACT: as above

AREA PROMOTION
YEAR 1984
ISSUE: FOCUS NOV '85
TEL: (717)299-0205

AUDIENCE: A,C,T
Sub-Area: PR Orientation Kit
COMPONENTS G, Ads
PROJECT COST $9,480

PANEL REVIEW 1985
Effectiveness S
Innovation S
Adaptability S

COMMENTS: Now I Can provides a simple but professional kit that addresses public awareness for potential ABE/GED/ESL students. It includes camera-ready ads that are still up-to-date and usable in any state.

PA 310 R&R LISTING 1986

NAME: GRASSROOTS PUBLICITY
PROJECT DIR: Tana Reiff Sodano
ORGANIZATION The Message Refinery
PO Box 182
Lancaster, PA 17603
CONTACT: as above

AREA PROMOTION
YEAR 1985
ISSUE: FOCUS NOV '85
TEL: (717)299-0205

AUDIENCE: A, C
Sub-Area: Cost of Publicity
COMPONENTS G
PROJECT COST $7,950

PANEL REVIEW 1985
Effectiveness S
Innovation S
Adaptability S

COMMENTS: A followup to NOW I CAN, this project puts low-cost public awareness into practice; in some cases with student assistance. It includes many samples and good technical advice. The panel particularly liked the McDonald's placemats

PA 310 R&R LISTING 1986

NAME: REACHING THE LEAST EDUCATED
PROJECT DIR: Eugene Madeira
ORGANIZATION Elm Consultants
1609 Buttercup Road
Lancaster, PA 17602
CONTACT: Eugene Madeira

AREA PROMOTION
YEAR 1980
ISSUE: FOCUS NOV '85
TEL: (717)299-4512

AUDIENCE: A, C, T
Sub-Area: COUNSELING
COMPONENTS G
PROJECT COST $4,498

PANEL REVIEW 1985
Effectiveness NA
Innovation E
Adaptability E

COMMENTS: This guide shows how adult students can be used as recruiters to reach the least educated. Working with community based organizations, starting a student newspaper, paying recruiters, and country and western enrollment songs are some of the tools used.

PA 310 R&R LISTING 1986

NAME: PA'S OWN SUCCESS STORIES
PROJECT DIR: *Tracy Hoffman
ORGANIZATION Reading Area Community Col
PO Box 1706
Reading, PA 19602
CONTACT: ADVANCE

AREA PROMOTION
YEAR 1981
ISSUE: FOCUS NOV '85
TEL: (717) 783-9541

AUDIENCE: A, T, C, S
Sub-Area: ABE SUCCESS STORIES
COMPONENTS FR, M
PROJECT COST $12,886

PANEL REVIEW 1985
Effectiveness G
Innovation E
Adaptability G

COMMENTS: Funded since 1981, this project honors ten outstanding ABE students at a major session during PA's Midwinter Conference. It publishes a booklet describing the obstacles these students faced and overcame on the way to aceademic and career goals.

PA 310 R&R LISTING 1986

NAME: COMMUNITY BUILDING THRU COMMUNITY EDUCATION — AREA LINKAGES
PROJECT DIR: Mary Hale Seymour — YEAR 1980
ORGANIZATION Community Education Center
3500 Lancaster Avenue — ISSUE: FOCUS JAN '86
Philadelphia, PA.
CONTACT: as above — TEL: (215)382-9778

AUDIENCE: A, C, T — PANEL REVIEW 1985
Sub-Area: Counseling — Effectiveness E
COMPONENTS G — Innovation E
PROJECT COST $29,759 — Adaptability ?

COMMENTS: Project reports on efforts to forge links between people in a mixed inner city community and their service organizations. The process is laid out clearly but it needs educators with highly-developed community skills to carry it out successfully.

PA 310 R&R LISTING 1986

NAME: LINKAGES FOR TRAINING AND EMPLOYMENT — AREA LINKAGES
PROJECT DIR: Mary Hale Seymour — YEAR 1981
ORGANIZATION Community Education Center
3500 Lancaster Avenue — ISSUE: FOCUS JAN '86
Philadelphia, PA.
CONTACT: as above — TEL: (215)382-9778

AUDIENCE: A, C, T — PANEL REVIEW 1985
Sub-Area: Employment Counsel. — Effectiveness E
COMPONENTS G — Innovation E
PROJECT COST $38,336 — Adaptability ?

COMMENTS: Project placed participants directly in employment in a neighborhood ringed by large employers where the "system" and bureaucracy conspired to defeat job training for those deemed hard-to-reach, educate, and employ. It takes special counseling skills.

PA 310 R&R LISTING 1986

NAME: MAYOR's COMMISSION ON LITERACY — AREA LINKAGES
PROJECT DIR: Marciene Mantleman — YEAR 1984
ORGANIZATION Philadelphia Mayors Office
City Hall Annex, Rm. 702 — ISSUE: FOCUS JAN '86
Philadelphia, PA 19107
CONTACT: as above — TEL: (215)686-8652

AUDIENCE: A — PANEL REVIEW 1985
Sub-Area: Literacy — Effectiveness NR
COMPONENTS FR — Innovation NR
PROJECT COST $24,261 — Adaptability NR

COMMENTS: Report details the Mayor's Commission plans to provide assistance for collaborative funding, public awareness, student & volunteer recruitment, staff training and the expansion of adult services in an all-out attack on illiteracy in Philadelphia.

PA 310 R&R LISTING 1986

NAME: MICRO-COMP. IN MANAGING A CITYWIDE AE EFFORT — AREA LINKAGES
PROJECT DIR: Marciene Mattleman — YEAR 1985
ORGANIZATION Mayors Commission
Phila. City Hall Annex, Room 702 — ISSUE: FOCUS JAN '86
Philadelphia, PA 19107
CONTACT: as above — TEL: (215)686-8652

AUDIENCE: A, C
Sub-Area: Staff Development
COMPONENTS G, Directory
PROJECT COST $22,750

PANEL REVIEW 1985
Effectiveness NR
Innovation NR
Adaptability NR

COMMENTS: Project initiated a computerized data system to link city providers, consumers and sites of literacy services. The USERS Guide has the program developed for the IBM-XT Personal Computer with an Ashton-Tate dBase III management program.

PA 310 R&R LISTING 1986

NAME: LITERACY COALITION OF HARRISBURG — AREA LINKAGES
PROJECT DIR: Beverly Smith & Linda Carl — YEAR 1985
ORGANIZATION CSS Migra. Refugee Serv.
1500 Herr Street — ISSUE: FOCUS JAN '86
Harrisburg, PA 17103
CONTACT: as above — TEL: (717)232-0568

AUDIENCE: A, C
Sub-Area: Promotion
COMPONENTS FR
PROJECT COST $10,521

PANEL REVIEW 1985
Effectiveness S+
Innovation S
Adaptability E

COMMENTS: Describes the cooperative agreement for literacy linkages signed by 7 agencies in the Harrisburg area. Lays out the steps and paperwork to establish a coalition and launch a united campaign for public awareness & shared recruitment of funds and personnel.

PA 310 R&R LISTING 1986

NAME: TUTORS OF LITERACY IN THE COMMONWEALTH — AREA LINKAGES
PROJECT DIR: *Alfred Bennett — YEAR 1983
ORGANIZATION Great Pittsburgh Lit. Coun
5920 Ralph Munn Mall — ISSUE: FOCUS JAN '86
Pittsburgh, PA 15206
CONTACT: Donald Block, Exec. Dir. — TEL: (412)661-7323

AUDIENCE: A, C, T,
Sub-Area: Literacy
COMPONENTS FR
PROJECT COST $47,767

PANEL REVIEW 1985
Effectiveness NR
Innovation NR
Adaptability NR

COMMENTS: Project sought to forge linkages between literacy councils using a LLA Approach and PA's ABE programs and professional association, PAACE. Concrete results were establishment of six new literacy councils and a TLC special interest section in PAACE.

PA 310 R&R LISTING 1986

NAME: PARTNERSHIP FOR LITERACY: A COMMUNITY MODEL — AREA LINKAGES
PROJECT DIR: M.McDaniel & Dr. P. Proud — YEAR 1985
ORGANIZATION Fayette C. Comm. Action
48 East Church Street — ISSUE: FOCUS JAN '86
Uniontown, PA 15401
CONTACT: as above — TEL: (412)437-6050

AUDIENCE: A
Sub-Area: Literacy
COMPONENTS FR
PROJECT COST $8,768

PANEL REVIEW 1985
Effectiveness NR
Innovation NR
Adaptability NR

COMMENTS: Report describes the "plusses" and "minuses" of linking a literacy council to a community agency already serving the target population. Links to CA University of PA, local churches and Fayette's ABE/GED program are discussed.

PA 310 R&R LISTING 1986

NAME: Eval. and Effect. of WORK STUDY STUDENTS — AREA LINKAGES
PROJECT DIR: Patricia Gaul — YEAR 1985
ORGANIZATION Delaware C.Literacy Counc.
225 East 24 Street — ISSUE: FOCUS JAN '86
Chester, PA 19013
CONTACT: as above — TEL: (215)867-4811

AUDIENCE: A, C, T
Sub-Area: Literacy
COMPONENTS FR
PROJECT COST $10,700

PANEL REVIEW 1985
Effectiveness NR
Innovation NR
Adaptability NR

COMMENTS: This critical appraisal by a literacy expert of the effectiveness of work study students in a literacy program includes a checklist of 15 suggestions that should be considered by any program provider thinking of using work study students.

PA 310 R&R LISTING 1986

NAME: PROJECT PEOPLE — AREA LINKAGES
PROJECT DIR: Edith Gordon — YEAR 1984
ORGANIZATION CIU 10 Adult Center
Centre County Vo Tech — ISSUE: FOCUS JAN '86
Pleasant Gap, PA 16823
CONTACT: as above — TEL: (814)359-3069

AUDIENCE: A, C, T
Sub-Area: Employment Counsel.
COMPONENTS FR
PROJECT COST $10,103

PANEL REVIEW 1985
Effectiveness S
Innovation S
Adaptability S

COMMENTS: Project linked HEAD START, providing transportation and child care, JTPA, providing employability and job search training with ABE instruction. The results were excellent, and the final report makes the process easy to replicate for any ABE program.

PA 310 R&R LISTING 1986

NAME: PROJECT RURAL — AREA LINKAGES
PROJECT DIR: Edith Gordon — YEAR 1982
ORGANIZATION CIU 10 Adult Center
Centre County Vo-Tech — ISSUE: FOCUS JAN '86
Pleasant Valley, PA 16823
CONTACT: as above — TEL: (814)359-3069

AUDIENCE: A, C — PANEL REVIEW 1985
Sub-Area: Community Ed — Effectiveness E
COMPONENTS FR, C, G — Innovation E
PROJECT COST $26,908 — Adaptability E

COMMENTS: Multiple options and decentralized services helped this project to del iver homestudy programs to 920 learners, twice the project estimate. Cooperating organizations included: Bookmobile, Meals on Wheels, Sr.Center, Literacy Council Newspaper, & Cable TV.

PA 310 R&R LISTING 1986

NAME: HELPING ADULTS LEARN — AREA STAFF DEV.
PROJECT DIR: Gary Miller — YEAR 1985
ORGANIZATION PSU, Div. Learning and
Telecommunications Services, — ISSUE: FOCUS MAR '86
University Park, PA 16802
CONTACT: as above — TEL: (814)865-3637

AUDIENCE: A, C, T — PANEL REVIEW 1985
Sub-Area: Counseling — Effectiveness E
COMPONENTS TV (3), G — Innovation E
PROJECT COST $19,490 — Adaptability E

COMMENTS: This 3-program TV series is designed to orient teachers to their role as adult educators. It profiles adult learners and their needs, shows communication techniques, and identifies the counseling role that is often a part of work ing with adults.

PA 310 R&R LISTING 1986

NAME: SPEC. INST. TECH. FOR AD. MENTALLY RETARDED — AREA STAFF DEV.
PROJECT DIR: *Mary Burgents — YEAR 1981
ORGANIZATION Elwyn Institutes
111 Elwyn Road — ISSUE: FOCUS MAR '86
Elwyn, PA 19603
CONTACT: Scott Selkowitz — TEL: (215)622-6659

AUDIENCE: A, C, T — PANEL REVIEW 1985
Sub-Area: Special Population — Effectiveness G
COMPONENTS FR, C, G — Innovation E
PROJECT COST $17,519 — Adaptability S

COMMENTS: This seminal project provided CBAE assessment booklets and guide, iden tified the most pressing staff development needs of AE instructors of mentally retarded adults and was the incentive for the formation of a Special Needs Inter est group in PAACE.

PA 310 R&R LISTING 1986

NAME: VOLUNTEER LEARNING PROJECT — AREA STAFF DEV.
PROJECT DIR: Edith Gordon & Nancy Fogelman — YEAR 1984
ORGANIZATION CIU 10 Adult Center
Centre County Vo-Tech — ISSUE: FOCUS MAR '86
Pleasant Gap, PA 16823
CONTACT: as above — TEL: (814) 359-3069

AUDIENCE: A, C, T
Sub-Area: Literacy
COMPONENTS FR, Kit
PROJECT COST $11,102

PANEL REVIEW 1985
Effectiveness S
Innovation S
Adaptability S

COMMENTS: Report describes the recruitment, training and placement of volunteers as aides and tutors in ABE classes. A Volunteer Training Package has materials for a 4-session orientation to learners, intro to reading, overview of math, and discussion of English.

PA 310 R&R LISTING 1986

NAME: BUILDING A LITERACY TRAINING TEAM — AREA STAFF DEV.
PROJECT DIR: Donald Block — YEAR 1985
ORGANIZATION Greater Pitts. Lit. Counc.
5920 Ralph Munn Mall — ISSUE: FOCUS MAR '86
Pittsburgh, PA 15206
CONTACT: as above — TEL: (412)661-READ

AUDIENCE: A, C, T
Sub-Area: Literacy
COMPONENTS FR
PROJECT COST $4,804

PANEL REVIEW 1985
Effectiveness G
Innovation S
Adaptability G

COMMENTS: Project shows effective use of volunteers as tutor-trainers. A payoff in administrative time saved was matched by soaring ratings for workshops and an increase in services: 5 workshops held; 93 volunteers trained; 88 new students matched in one year.

PA 310 R&R LISTING 1986

NAME: FOCUS ON CURRICULUM — AREA STAFF DEV.
PROJECT DIR: Sherry Royce — YEAR 1984
ORGANIZATION Royce & Royce
1938 Crooked Oak Drive — ISSUE: FOCUS MAR '86
Lancaster, PA 17601
CONTACT: as above — TEL: (717) 569-1663

AUDIENCE: A, C, T
Sub-Area: ESL, ABE, EMPL.,MED.
COMPONENTS NL, RES.LIST.
PROJECT COST $12,744

PANEL REVIEW 1985
Effectiveness S
Innovation E
Adaptability E

COMMENTS: Six Bulletins provide summaries of PA's best 310 projects as evaluated by a panel of experts. Final Report has a resource Listing of these 310s plus an annotated listing of 121 publisher's resources with 1980+ publication dates.

# FOCUS on management

PROGRAM PROMOTION

VOL. 2 No. 1
November 1985

Sherry Royce, Editor

**THIS BULLETIN IS THE FIRST OF A SERIES HIGHLIGHTING 309/310 PROJECTS IN THE MANAGEMENT AREA DEVELOPED BY PENNSYLVANIA ADULT EDUCATORS. LIKE THE PROJECTS FEATURED IN THE 1984 FOCUS BULLETINS, THESE RESOURCES WERE SELECTED BY A PANEL OF ADULT EDUCATORS BASED ON THE FOLLOWING CRITERIA. 1) EFFECTIVENESS: Objectives and outcomes clearly stated; materials linked to results, content appropriate for target audience. 2) INNOVATION: Addresses major priorities, creative use of resources; 3) ADAPTABILITY: Clearly written, little staff training needed to transfer. PROJECTS LISTED ARE AVAILABLE FOR SALE FROM PROGRAMS (as listed) OR FOR LOAN FROM AdvancE, PDE 11th Floor, 333 Market Street, Harrisburg, PA 17126-0333.**

## PROJECT LEAP

Developed by: Thomas Newman, Project Director; The Center for Literacy, 3525 Chestnut Street, Philadelphia, PA 19104. (1977-79) Two-year funding: $76,141.

**LEAP** stands for Literacy Education Awareness in Pennsylvania. Begun July 1977, it was one of the first 309 Projects to stimulate public awareness of adult illiteracy and ABE/Literacy efforts to combat it. It is still one of the best examples of a comprehensive media campaign to boost enrollment in ABE classes and to encourage volunteerism in one-to-one literacy programs. It includes a Final Report and Media Manual.

### TV SPOTS AID RECRUITMENT

Over 1400 responses from prospective students (90%) and volunteers (10%) were generated by television spots featuring Julius Erving, Mike Douglas, Larry Bowa, Garry Maddox and Delores Robinson. The ads featured a tollfree information number. Callers reached a central office which referred them to programs in their local area. The 95% follow-through in Philadelphia and Beaver counties was not duplicated in other areas of the state.

### RADIO AND TRANSIT PROMOTIONS

**LEAP** provided scripts and edited audio versions of the TV spots to 50 radio stations throughout the Commonwealth for use as public service announcements. Transit ads, aimed at an ESL audience were developed and given a limited [Free] run.

### MEDIA COVERAGE OF LITERACY DAY

Newspaper, radio and TV coverage of local and regional events was orchestrated for Literacy Day through regional centers set up in Pittsburgh, Johnstown and Philadelphia. In Philadelphia alone, Literacy Day activities accounted for the recruitment of 25 tutors.

### SEVEN POINTERS FOR AN EFFECTIVE MESSAGE

1. Always be positive.
2. Get to the point.
3. Sell the sizzle, not the steak.
4. Build the audience's status, not your own.
5. Be honest.
6. Be consistent.
7. Spell out what you want the audience to do.

FOCUS on management is a PDE Adult Education 310 Staff Development Project. However, the opinions expressed herein do not necessarily reflect the position or policy of the Pennsylvania Department of Education or the U.S. Department of Education, and no official endorsement should be inferred.

## OF MOST VALUE...

These seven pointers are typical of the media training provided by Something Stops and Makes you Think. This manual, produced as part of LEAP's staff development component, is as useful a discussion of communications for adult educators as your editor has ever seen.

The approach taken is grounded in the belief that a major aspect of public relations lies in recognizing a communications problem, analyzing it, and designing a strategy to solve it. The manual provides step-by-step suggestions for conceptualizing a communications strategy, devising materials and messages appropriate to it, and getting those messages out to the people you want to reach.

**PANEL RATING: PROJECT LEAP** was rated Excellent for Innovation; Superior Plus for Effectiveness, and Superior for Adaptability. There was some concern that the TV spots developed for an urban audience might not be effective in smaller, rural communities. However, the Media Manual is **Must Reading** for every program director.

* * * * * * * * * * * * *

**WHILE PROJECT LEAP'S FORTE IS SIMPLIFYING COMMUNICATIONS THEORY, THE FOLLOWING "NUTS AND BOLTS" PROJECTS MODEL SUCCESSFUL ADULT EDUCATION PROMOTIONAL PRACTICES.**

* * * * * * * * * * * * *

## PROJECT SWAP
### StateWide Adult Publicity

Developed by: Sherry Royce & Kathy Fasano, LIIU 13 Adult Education, Box 5026, Lancaster, PA 17601. [1979-80] Funding: $9,000.

If you had to choose just one guide to ABE promotion, SWAP is the one! The Final Report describes the statewide billboard campaign that put **BE ALL YOU CAN BE** ON THE PA map long before the Army picked it up. The Guide to Public Relations Know-How contains 27 modules with tips to support beginners and challenge veteran adult ed promoters.

### BE ALL YOU CAN BE
### ADULT EDUCATION IS THE KEY

With that slogan, SWAP launched a billboard campaign to create an image for Pennsylvania adult education. Starring Willie Stargell in 1980 and Julius Erving in 1981, the campaign provided a hot line, posters, buttons and even T-shirts. An added plus beyond public awareness was the support it drew from the Governor's office and PDE.

### COMPETENCY-BASED PR MODULES

The Guide to Public Relations Know-How is divided into three sections: 1) Community Awareness through Public Relations Efforts; 2) Special Events - Awards; 3) Community Linkage, and 4) Program Accountability. Each module is organized in CBAE fashion with Objectives, Procedures, and suggestions for Evaluation of Effectiveness. The step-by-step procedures are balanced with commonsense suggestions and illustrations drawn from the field. Some of the topics include:

1. Development of a Publicity Flow Chart
2. Advertising Via Phone Billing
3. Planning a Graduation Banquet
4. Publication of a Student Newsletter
5. Development of a Community Literacy Council
6. Statistical Reporting:
   Converting Statistics to Dollars and Cents Savings

**PANEL RATING: PROJECT SWAP** was rated Superior Plus across the board. The panel commended the practical illustrations of actual program products as extremely helpful. It noted that [except for literacy and senior groups] SWAP's appeal was to the broad ABE audience.

**"Systematic," "commonsense," "everything you need to follow"** were some of the comments by panelists. One seasoned ABE director added: "Just look at the industrial scholarship; that's new. And the accountability section is very strong. It's excellent for internal control as well as public awareness."

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**CALL ADVANCE 1-800-992-2283 FOR INFORMATION ON PROJECTS LEAP AND SWAP.**

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**NOW I CAN! AND GRASSROOTS PUBLICITY WORK WELL TOGETHER AS AN ORIENTATION PACKAGE CRAMMED WITH USABLE IDEAS. REACHING THE LEAST EDUCATED IS A WELL-RESEARCHED THOUGHFUL HANDBOOK THAT GETS AT THE HEART OF WHAT MOTIVATES ADULTS TO SEEK ADULT EDUCATION. ALL THREE WOULD BE VALUABLE READING FOR TEACHERS AND COUNSELORS AS WELL AS PROGRAM DIRECTORS.**

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## NOW I CAN!

Developed by: Lana Reiff Sodano, P.O. Box 182, Lancaster, PA 17603. Telephone: [717] 299-0205. [1983-84] Funding: $9,480.

NOW I CAN provides a simple but very attractive and professional kit that addresses public awareness for potential ABE/GED/ESL students, volunteer tutors, public officials and the general public. Most of the following components are up-to-date, camera-ready, and useable even in other states. The components include:

- Final Report & Guidelines for Use
- Adult Education Fact Sheet
- How to write your congressperson
- Radio Public Service Announcements
- How to write an effective press release.
- Slide Tape Presentation [somewhat dated]

PANEL RATING: Superior across the board. The panel felt the guide was very easy to use, attractive, informative and transferable. It requires selection and adaptation for the local audience. "A good orientation package," said one panelist,"but a little skimpy to be used as a sole source."

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## GRASSROOTS PUBLICITY

Developed by: Lana Reiff Sodano, as above. & Melissa Jarmula, RARC. [1984-85] $7,950.

This followup to **NOW I CAN!** put low-cost/high-yield public awareness promotion into practice. At the Reading Area Community College ABE/GED/ESL program under the direction of Melissa Jarmula 15 major promotional activities were carried on some with student involvement. One we particularly liked was the distribution of 15,000 MacDonald's placemats advertising ABE classes. Cost: $50.

PANEL RATING: Superior across the board. Many samples and good technical advice. Costs will vary in urban areas. The real problem with promotion in small programs is that everything costs something and there is no money earmarked in ABE programs for this. So your promotion director must first promote funds to pay for promotion. A chicken-egg problem.

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## REACHING THE LEAST EDUCATED

Developed by: Eugene L. Madeira, ELM Consultants, 1609 Buttercup Rd., Lancaster, PA 17602. Telephone No.[717] 299-4512. [1979-80] Funding: $4,498.

This promotion handbook has as its foundation the belief that the essential ingredients in recruiting the least educated are a sense of caring and of community. There are no slick ads to be copied here. Instead, with research and anecdotes from Pennsylvania and the nation, Madeira shows how ABE can recruit "those alienated from our society and our schools."

Emphasis is placed on the adult student as recruiter and working with community based organizations. Some of the gems he has found include: a comparison of recruiting activities; country & western enrollment songs; a section on paid recruiters, and a guide to starting a student newsletter - ALL RECRUITMENT TOOLS.

PANEL RATING: Excellent for Innovation and Adaptability. No component to measure effectiveness but use.

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**THE NEXT ISSUE OF FOCUS WILL BE PUBLISHED IN JANUARY. IT WILL FEATURE PROGRAM LINKAGES AND DESCRIBE THE DEVELOPMENT OF FIVE DISTINCTLY DIFFERENT LITERACY PROGRAM MODELS IN PENNSYLVANIA AS INITIATED THROUGH 310 SPECIAL PROJECT FUNDING.**

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## PENNSYLVANIA'S OWN

## SUCCESS STORIES

Developed by: Tracy Hoffman & Pieter Miller, Reading Area Community College, P.O. Box 1706, Reading, PA 19602. Telephone: [215] 372-4721 Extension 204. In cooperation with PDE's Division of ABE. [1981-85] 1985 Funding: $12,886.

**"At the age of nine I was told that I was "man". I was supposed to go out and get money to bring home so we could eat. I did."**

**"Unfortunately, my marriage ended in divorce leaving me with a small child, no education, and no means of support."**

**"Frightened of being alone and desperate to feel loved, I fell into another violent and damaging relationship. Finally, in desperation, I overdosed."**

### ACCOUNTABILITY IN HUMAN TERMS

The best adult education promotion is people. The SUCCESS STORIES booklet tells the stories of people like those above who found new meaning in life through adult education.

Each year they are honored at special ceremonies during Pennsylvania's adult education Midwinter Conference. A major session is devoted to the ten students selected. The winners are given awards at the opening Legislative Luncheon by Senior officials in the Department of Education and members of the PA House and Senate.

### METHOD OF SELECTION

The search for the ourstanding student of the year is conducted by PDE's Division of ABE. Each program administrator is encouraged to submit one nomination. A SUCCESS STORY panel chooses the finalists and winner according to established criteria. All are invited to attend the awards ceremony as guests of adult education.

### THE SUCCESS STORIES BOOKLET

"Opportunities for Growth," contains ten case histories of each year's finalists. In their stories, the students reveal the obstacles they faced on their way to earning degrees, citizenship, and career advancement. The booklet also details the part played by adult education teachers and administrators.

**PANEL RATING:** Describing the project as "heartwarming" and "sensitive," the panel rated it as Excellent for Innovation; and Good for Effectiveness and Adaptability. They noted that New York state had successfully adapted the project after seeing it at PA's 1981 Midwinter Conference. But they wondered whether local programs in PA were using this "excellent awareness vehicle" to its full potential.

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**CALL FOCUS [717-569-1663] WITH YOUR QUESTIONS, COMMENTS, REQUESTS, OR NAMES TO ADD TO THE MAILING LIST. WE HOPE TO SERVE YOU. SJR.**

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**FOCUS on management IS A 310 ADULT EDUCATION SPECIAL PROJECT FUNDED BY PDE, DIVISION ADULT BASIC EDUCATION, DR. JOHN CHRISTOPHER, CHIEF. THE REVIEW PANEL MODERATED BY FOCUS EDITOR, SHERRY ROYCE, INCLUDED: EDITH GORDON, DIRECTOR ADULT EDUCATION CENTRE IU #10: JOAN LEOPOLD, DIRECTOR ADULT EDUCATION HARRISBURG STATE HOSPITAL; ANNETTE MCALISTER, ADVANCE, PDE'S ADULT EDUCATION CLEARINGHOUSE, AND GERALD VALERI, FEDERAL PROGRAMS DIRECTOR ALTOONA SCHOOL DISTRICT.**

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# FOCUS on management

PROGRAM LINKAGES

VOL. 2 No. 2
January 1986

Sherry Royce, Editor

THIS BULLETIN IS THE SECOND IN A SERIES HIGHLIGHTING 309/310 PROJECTS IN THE MANAGEMENT AREA DEVELOPED BY PENNSYLVANIA ADULT EDUCATORS. LIKE THE PROJECTS FEATURED IN THE 1985 FOCUS BULLETINS, THESE RESOURCES WERE SELECTED BY A PANEL OF ADULT EDUCATORS BASED ON THE FOLLOWING CRITERIA. 1) EFFECTIVENESS: Objectives and outcomes clearly stated; materials linked to results, content appropriate for target audience. 2) INNOVATION: Addresses major priorities, creative use of resources; 3) ADAPTABILITY: Clearly written, little staff training needed to transfer. PROJECTS LISTED ARE AVAILABLE FOR SALE FROM PROGRAMS (as listed) OR FOR LOAN FROM AdvancE, PDE 11th Floor, 333 Market Street, Harrisburg, PA 17126-0333.

## BUILDING COMMUNITY

## IN THE MIXED "MOVE" NEIGHBORHOOD

**A REVIEW OF TWO PROJECTS: Community Building through Community Education** (1979-80) $29,759 and **Urban ABE/GED: Linkages for Training and Employment** (1980-1981) $38,536 by Mary Hale Seymour, Community Education Center, 3500 Lancaster Avenue, Philadelphia, PA. Telephone: (215) 382-9778.

The distrust and division that scars our cities flamed across TV screens from Scarsdale to San Clemente the night the police bombed "MOVE" headquarters and burned out several blocks in the Powelton area of Philadelphia. For most Americans it was a small shard of glass in the kaleidoscope of daily living. But for Powelton's people, it was part of an ongoing story.

### POWER AND THE PEOPLE

These special projects tell of efforts to forge links between the people of this area, their service organizations, and the surrounding institutions that sometimes strangle and sometimes support them. In a powerful and sensitive manner, Mary Hale Seymour describes the attempt to harness the resources of the community to build support groups for educational services for young single parents and senior citizens.

A consortium of service organizations called Tri-Community Neighborhoods was created and task forces organized to address short term problems and long term issues. The first project tells how they fought and won the battle of Saunders Park.

The second project describes how the group took on the problems of high unemployment in a neighborhood ringed by large employers. By going to the heart of the problem and sidestepping the bureaucracy, they trained and placed their people directly in private sector employment.

### PROCESS AND PRODUCT

These reports can be read on many levels: 1) As a humorous and humane social portrait of a mixed urban neighborhood; 2) as a pragmatic and insightful analysis of the process of building community; 3) as an uplifting affirmation of adult education for leadership and social change.

**PANEL RATING:** Excellent for innovation and effectiveness. Adaptability is a problem. The process is laid out clearly. But few ABE directors are so finely trained in community development skills. It is a staff development area worth exploring.

CALL FOCUS [717-569-1663] WITH YOUR QUESTIONS, COMMENTS, AND REQUESTS. WE HOPE TO SERVE YOU. SJR

FOCUS on management is a PDE Adult Education 310 Staff Development Project. However, the opinions expressed herein do not necessarily reflect the position or policy of the Pennsylvania Department of Education or the U.S. Department of Education, and no official endorsement should be inferred.

## LINKAGES FOR LITERACY: FIVE DIFFERENT PROGRAM MODELS

With the recent emphasis on **VOLUNTEERISM** as a means of supplying or extending literacy education, 310 funds have been applied toward the development of literacy councils and the provision of staff training for volunteers. Recognizing that a literacy program's success is dependent upon how well it matches the resources and needs of its community, Pennsylvania has used 310 funds to foster a medley of models. The projects reviewed provide examples of literacy linkages in a large city; a small city; a five-county region; a rural community, and the area served by a Community College. **PANEL RATING:** All projects were considered well worth examining by programs planning literacy linkages. We especially liked the frank comments on "what worked, what didn't work, and why."

### MAYOR'S COMMISSION ON LITERACY

Marciene S. Mattleman, Executive Director to the Commission. Room 702, City Hall Annex, Philadelphia, PA 19107. Telephone: (215) 686-8652. [1983-1984] $24,261 and THE USE OF A MICRO-COMPUTER IN MANAGING A CITYWIDE ADULT EDUCATION EFFORT, [1984-85] $22,750.

Over half a million adults in Philadelphia are functionally illiterate. Not unusual for a large city. What is unique is Philadelphia's top-down efforts to make a difference. The 1983-84 report describes the goals and objectives and activities related to collaborative funding, public awareness, recruiting, staff training, and expansion of adult services.

**USER'S GUIDE AVAILABLE**

A computerized data system with a capability of linking the city's providers, consumers and sites of literacy services was developed in 1984-85. The system uses an IBM-XT Personal Computer and Ashton-Tate's dBASE III management program. **The good news** is that the **USER'S GUIDE** is available from the project. Its three databases on tutors, clients, and agencies provide a system for tracking and evaluating student progress as well as for publishing and updating a Resource Directory of Services.

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### Literacy Coalition Of Harrisburg:

A "How To" Guide for Small Communities
Developed by: Linda Carl & Beverly Smith, Migration and Refugee Service of Catholic Social Services. Diocese of Harrisburg, 1500 Herr Street, Harrisburg, PA 17103. Telephone: (717) 232-0568. [1984-85] $10,521.

Recent interest in literacy education has brought attendent problems such as competition for resources and duplication of services side-by-side with unfilled needs. Harrisburg, PA, with an illiterate population of about 10,000, set out to address these issues.

**BUILDING COMMUNITY COORDINATION**

Seven agencies including the local school district, county library system, Spanish Center and OIC [Opportunities Industrialization Center] joined with literacy councils and signed a cooperative agreement. The Coalition's objectives included:

- a public awareness campaign
- networking-sharing referrals and staff
- recruiting new funding and volunteers
- increasing over-all client enrollment
- soliciting community support
- adding new coalition members.

The final report describes all the steps used to establish the coalition, and launch the awareness campaign. The paperwork is included along with suggestions for use. **EASIEST OF ALL TO TRANSFER.**

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### TLC: TUTORS OF LITERACY IN THE COMMONWEALTH

Developed by: Alfred B. Bennett, Jr., Pittsburgh Regional Library Center, Beatty Hall, Chatham College Campus, Pittsburgh, PA 15232. Two-year funding: [1981-82] $24,156, and [1982-83] $23,611.

This project sought to forge linkages between literacy councils using a LLA: Laubach Literacy Action approach and Pennsylvania's ABE programs and professional association, PAACE. Concrete results from both projects included founding the TLC special interest section of PAACE and the establishment of six new literacy councils in PAs sparsely populated northwest tier.

**CALL ADVANCE 1-800-992-283 [OUT-OF-STATE 717-783-9541] FOR INFORMATION ON TLC AND OTHER PROJECTS.**

## PARTNERSHIP FOR LITERACY: A COMMUNITY ACTION MODEL

Developed by: Dr. Philip Proud, Author Final Report and Marilyn McDaniel, Project Director, Fayette County Community Action Agency, Inc., 48 East Church Street, Uniontown, PA 15401. Telephone: (412) 437-6050. [1984-85] $8,768.

The final report recounts project efforts to establish a council, match tutors/learners, and increase student literacy. It describes the "plusses and minuses" of linking a literacy council to a community agency already serving the target population.

**MULTIPLE LINKAGES**

While community involvement provided awareness and recruitment, ties to California University of PA [CU-PA] supplied the training component. The Picture-Language-Experience method of literacy instruction, developed by CU-PA in its 1977 **Reading Academy** 310 was used to supplement Laubach training. Links to local churches and Fayette's ABE/GED program are also discussed.

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Evaluation and Effectiveness of

## WORK STUDY STUDENTS
### In Extension and Expansion of Literacy Services in Delaware County

Developed by: Patricia R. Gaul, Director, Delaware County Literacy Council, 225 East 24th Street, Chester, PA 19013. Telephone: (215) 876-4811. [1984-85] Funding: $10,700.

In January 1984, as part of the federal initiative to eliminate functional illiteracy, Delaware County Community College [DCCC] was chosen to receive a Work Study Literacy allocation. With 310 funding, the Delaware County Literacy Council [DCLC] set up a linkage program to train, place, supervise and evaluate the effectiveness of 20-30 College Work Study [CWS] students provided by DCCC.

**VARIETY IN ROLES and SETTINGS**

CWS students were used as tutors, student evaluators, coordinators, community contacts, and clerical aides. They worked at the council office, learning center satellites, the YWCA, and at prisons and juvenile detention centers. In addition to one-on-one tutoring, they helped establish and maintain small group instructional centers, operated an ABE Hot Line, and boosted fund raising.

**THE BOTTOM LINE:**

CWS students bring the same range of skills and attitudes to the literacy program as the usual volunteer tutor. With careful screening, training and monitoring, they can contribute substantially. In Delaware County, their use resulted in a 34% increase in program enrollment. However, Pat Gaul cautions, be aware that work study is a job to most students - a means to an end: graduation.

This critical appraisal by a expert in the literacy field includes a checklist of 15 suggestions that should be considered by any program provider thinking of using work study students.

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**PROJECT PEOPLE AND PROJECT RURAL, TWO LINKAGE 310s DEVELOPED BY EDIE GORDON, ARE A STUDY IN CONTRASTS. PEOPLE AIMS AT ONE SPECIFIC TASK: HELPING HEAD START PARENTS IMPROVE THEIR EDUCATION AND EMPLOYABILITY SKILLS. RURAL MODELS A COMPREHENSIVE APPROACH TO THE DELIVERY OF RURAL ABE SERVICES USING EXISTING REGIONAL RESOURCES.**

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## PROJECT PEOPLE

Developed by: Edith Gordon and Ellen Gilpatrick-Spinelli, CIU 10 Development Center for Adults, Centre County Area Volech, Pleasant Gap, PA 16823. Telephone: (814) 359-3069. [1983-84] Funding: $10,103.

By linking with HEAD START, project PEOPLE broke through transportation and child care barriers that frustrate the enrollment of rural adults. By linking ABE instruction to JPTA employability and job search training, and PIC on-the-job programs, a success ladder was built.

**RESULTS:** Of 30 Head Start parents, ten passed the GED [one is in college & one in LPN training]. Eleven got jobs, and 12 were still in education or skills training at the time of the final report.

WATCH FOR THE FINAL ISSUE OF FOCUS on management IN MARCH. THIS IS THE STAFF DEVELOPMENT ISSUE AND FEATURES PENN STATE'S TV SERIES: HELPING ADULTS LEARN ALONG WITH ELWYN INSTITUTE'S INFORMAL STUDENT ASSESSMENT PROFILE AND STAFF TRAINING IN FREE WRITING SKILLS.

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**PROJECT PEOPLE PANEL RATING:** Superior across the board. The panel noted, "This is a linkage any ABE program could replicate by following the details in the Final Report."

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## PROJECT RURAL

Developed by: Edith Gordon, CIU 10 Development Center for Adults, Centre County Area Vo-Tech, Pleasant Gap, PA 16823. Telephone: (814) 359-3069. [1981-82] Funding: $26,908.

**MULTIPLE OPTIONS** and **DECENTRALIZED SERVICES** are the hallmarks of our Communications Society. Usually touted as tools of successful high-tech businesses, they can be inexpensive and viable choices for the delivery of adult education.

PROJECT RURAL employed this approach to reach ABE/GED learners in a rural two-county area. Through linkage with the following regional resources they instituted a diversified delivery system for homestudy programs that enrolled **920 learners**, twice the project estimate at a cost of $29.25 per student.

Cooperating organizations included:

- *County Library/Bookmobile
- *Meals-on-Wheels Van
- *Senior Citizens' Centers
- *Literacy Council
- *Daily Newspaper
- *Cable TV Education Station

### A SYMBIOTIC EFFECT

Reciprochal benefits were noted by community organizations. The literacy council added 125 tutors. The local librarian stated: "We're seeing people in our library that would never have thought to come before." The 12 coping skills packets assembled for senior centers sparked discussions and additional packets were requested. [All packets are available on loan from AdvancE].

**PANEL RATING:** RURAL is Excellent in every respect. It may have served even more than reported as record-keeping by volunteers was a problem. There's much more than can be listed here. "They tried every delivery mode they could think of. And reported on each. You can choose what suits you best."

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# FOCUS on management

VOL. 2 No. 3
March 1986

STAFF DEVELOPMENT

Sherry Royce, Editor

THIS BULLETIN IS THE THIRD OF A SERIES HIGHLIGHTING 309/310 PROJECTS IN THE MANAGEMENT AREA DEVELOPED BY PENNSYLVANIA ADULT EDUCATORS. LIKE THE PROJECTS FEATURED IN THE 1985 FOCUS BULLETINS, THESE RESOURCES WERE SELECTED BY A PANEL OF ADULT EDUCATORS BASED ON THE FOLLOWING CRITERIA. 1) EFFECTIVENESS: Objectives and outcomes clearly stated; materials linked to results, content appropriate for target audience. 2) INNOVATION: Addresses major priorities, creative use of resources; 3) ADOPTABILITY: Clearly written, little staff training needed to transfer. MATERIALS LISTED ARE AVAILABLE FOR SALE FROM PROGRAMS (AS LISTED) OR FOR LOAN FROM AdvancE, PDE 11th Floor, 333 Market Street, Harrisburg, PA 17126-0333.

## HELPING ADULTS LEARN

Developed by: Gary Miller, Project Director, Division of Learning and Telecommunications Services (WPSXIV), The Pennsylvania State University, 501 J.O. Keller Bldg, University Park, PA 16802. Telephone: (814) 865-5637. [1984-85] Funding: $19,490.

**HELPING ADULTS LEARN** is a television series designed to orient teachers to their role as adult educators. The three program series profiles adult learners and their needs, illustrates communication techniques for adult students, and identifies the counseling role that is often a part of working with adult students.

ABE students often:

- *lack self confidence and fear school
- *use defense mechanisms
- *are sensitive to nonverbal communications
- *have values, attitudes and goals differing from middle class norms

Who are Your Students? [Program 1] identifies and illustrates general traits of adult learners and common characteristics of ABE students. Implications for teachers working with these students are discussed in the accompanying Instructor's Guide.

**BUILDING A LEARNING TEAM** is the key concept undergirding Communicating with Your Students, Program 2 in the series. **SCENES FROM ADULT CLASSES** and interviews with students and teachers portray an atmosphere of mutual respect as most conducive to learning. Teachers are reminded of the value of listening skills to draw out the student's personal experience and observations, and the need to build confidence by highlighting successes.

**COUNSELING FOR ADULT STUDENTS** [Program 3] suggests ways that teachers can deal with students' problems by turning them into learning situations. It encourages counseling as an integral part of teaching adults but cautions referral to professionals for serious problems.

TELEVISION: A TRAINING TOOL

Program directors with scant local in-service funds will find this series an excellent way to expose new teachers to the adult classroom. Alone or in small groups, at home or at work, they can view master teachers-in-action and observe student reactions. The accompanying guide provides questions about each program that will spark discussion among even your most experienced staff.

PANEL RATING: TOPS in every category. The panel described the content as Excellent, especially the interviews of staff and students. A MUST for program directors who want to "show" rather than "tell."

FOCUS on management is a PDE Adult Education 310 Staff Development Project. However, the opinions expressed herein do not necessarily reflect the position or policy of the Pennsylvania Department of Education or the U.S. Department of Education, and no official endorsement should be inferred.

## Specialized Instructional Techniques for the Adult Mentally Retarded

Developed by: Mary Burgents, Project Director, Southeast Pennsylvania Rehabilitation Center, Elwyn Institute, 111 Elwyn Road, Elwyn, PA 19063. Contact Scott Selkowitz Telephone: (215) 622-6659. [1980-81] Funding: $17,519.

### A SEMINAL PROJECT

By personal and telephone contact, project staff identified the most pressing needs of adult educators teaching mentally retarded adults. These were:

- ***appropriate materials**
- ***effective teaching methods**
- ***basic skills assessment tools**
- ***life skills curriculum specific to target population**

Three components were developed to meet these needs. 1) A Fall Workshop dealt with general concerns, such as characteristics of mentally retarded adults and corresponding instructional techniques. 2) The project promoted the formation of SNIP, "Special Needs for Institutionalized Persons," a special interest group within PAACE, Pennsylvania's Adult Education professional association.

### PERFORMANCE ASSESSMENT TOOLS

The third component was the production of a set of three booklets designed to assess the mentally retarded adult's ability to function in an independent or semi-independent community situation. The ADULT EDUCATION ASSESSMENT Student Workbook and Teachers' Guide provide a verbal and written assessment of such skills as social sight vocabulary, money, time and measurement, telephone and community skills.

ADULT EDUCATION PROFILES provides itemized performance indicators for such tasks as using a coin-operated washing machine or identifying stops on a subway or bus line. It is organized in a series of checklists that form the basis for testing or teaching. Performance is keyed to concept; theory, skills, and application are all identified, and decision-making and personal/social skills identified and rated.

PANEL RATING: The panel praised the strong products and rated the project Excellent for Innovation and Superior for Adoptability. The Effectiveness, as applied to the project year, was Good. But this project can best be measured by examining its effect over time.

The PAACE SNIP special interest group, under the leadership of Joan Leopold of Harrisburg State Hopital and Scott Selkowitz of Elwyn Institutes, has championed adult education for mentally retarded adults, and produced exemplary 310 products for this population.

Three of these were reviewed in the January 1985 issue of FOCUS on curriculum. They include **Project VOTE** - 1982; **Job Club Curriculum** - 1984, and **The Functional Language-Reading Program For Adults** - 1985.

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**"The Only Degree You Need Is A Degree Of Caring!" ADS LIKE THIS IN MAJOR NEWSPAPERS HAVE BROUGHT A FLOOD OF WILLING BUT INEXPERIENCED VOLUNTEERS INTO LITERACY EDUCATION. THE NEXT TWO PROJECTS DESCRIBE DIFFERENT APPROACHES TO EXPANDING VOLUNTEER TRAINING WITHOUT OVEREXPENDING YOUR STAFF DEVELOPMENT BUDGET.**

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## VOLUNTEER LEARNING PROJECT

**Developed by:** Edith Gordon, Nancy Fogleman, and Mary Spence, CIU 10 Development Center for Adults, Centre County AVTs, Pleasant Gap, PA 16823. Telephone: (814) 359-3069. [1983-84] Funding: $11,102.

This project modeled **The Use of Volunteers in an ABE Setting.** They served as classroom teacher-aides and tutors for students at 5-8 level who learned more readily with a one-to-one approach.

The Final Report describes recruitment, training and placement procedures and comments on problems and successes. One interesting finding was that: "Volunteers assigned as classroom aides had more success and stayed with the VLP program for a longer period of time than those placed as individual tutors."

## AN INTRODUCTION TO ABE:

**Of most value** to potential adaptors is the Volunteer Training Package. The materials developed can be presented in a four-session workshop [from 9-12 hours]. Sessions included an orientation to ABE learners and program; an introduction to the reading process; an overview of mathematics, and a discussion of problem areas in English.

**PANEL RATING:** The project was judged Superior across the board. "This is one staff development Final Report that includes some meat as well as the bare bones," one panel member commented. However, Edie Gordon, a panel member herself, cautioned that "there is a hidden cost in administrative staff time."

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### Building a Literacy Training Team for Allegheny County

Developed by: Donald G. Block, Project Director, Greater Pittsburgh Literacy Council, 5920 Ralph Munn Mall, Pittsburgh, PA 15206. Telephone: (412) 661-READ. [1984-85] Funding: $4,804.

This project proposes a viable solution to the problem of administrative time spent on staff development efforts in support of volunteer services. It is based on the assumption that volunteers can be involved at all levels of literacy programming, not simply tutoring.

## PREPARATION OF TRAINERS:

**"Training tutors is a responsible and appropriate job for volunteers in literacy,"** writes the project director. Toward that end, potential trainers were recruited from among volunteer tutors serving with the Pittsburgh Literacy Council.

After orientation sessions, eight volunteers participated in an intensive 12-hour Tutor-Training Workshop. This was followed by an eight-month apprenticeship period in which each new trainer took part in at least three of five tutor workshops held in the area.

Generally, each new trainer presented only three to four segments of a 36-segment course, giving them the opportunity to observe experienced trainers as well as participate and critique each other. Training teams met monthly whether or not a workshop was schuduled building a sense of teamwork among the trainers.

## SOME VALUABLE TIPS:

A careful reading of this project will turn up a handful of valuable tips for staff dealing with volunteer trainers from those who should know:

*Many volunteer-trainers work fulltime and may also be tutoring a student. IT IS IMPORTANT TO GIVE THEM OPTIONS AS TO HOW MUCH TIME TO GIVE TO TRAINING.

*Using a variety of trainers helps new trainees hear different points of view. FOUR IS OPTIMAL, USING MORE THAN FOUR TRAINERS PER WORKSHOP CAN BE CONFUSING

*As in any adult education program, effectiveness is maintained by ongoing staff development. EFFECTIVE TRAINING CAN BE GIVEN BY VOLUNTEERS. TRAINEES RESPECT THE EXPERIENCES AND GUIDANCE OF THEIR PEERS.

## PROJECT PAYOFF:

From 1976 to 1984 the Greater Pittsburgh Literacy Council relied on two individuals to provide all its tutor training. With the involvement of eight new trainers in 1984-85, five tutor workshops were held throughout Allegheny County, 93 volunteers were trained, and 88 new students matched with these tutors.

Project staff expected that the development of a larger training team would lead to an improved quality of training. Their belief paid off. Workshop ratings soared for the project year, as volunteers commented that it was good to have a variety of people presenting the training. Evaluations noted: **"Team teaching is very effective,"** and **"Trainers were involved and interested in the presentation."**

**PANEL RATING:** Superior for innovation The Good rating for Effectiveness and Adoptability underscores the panel's concern that workshop content was not included with the Final Report.

* * * \

APPENDIX A

## EVALUATION OF FOCUS BULLETINS

(Check BOTH columns in assessing FOCUS effectiveness.

**In reading the FOCUS Bulletins:**

| I WAS LOOKING FOR: | | I LEARNED OR RECEIVED: |
|---|---|---|
| _____ | New Techniques | _____ |
| _____ | Alternative Procedures | _____ |
| _____ | Instructional Materials | _____ |
| _____ | Staff Development Resources | _____ |
| _____ | Different Ideas | _____ |
| _____ | Concept Reinforcement | _____ |
| _____ | Increased Understanding | _____ |
| _____ | General Information | _____ |
| _____ | Discussion Opportunity | _____ |
| _____ | Curiosity Satisfaction | _____ |
| _____ | Nothing Particular | _____ |
| _____ | Other (Specify) | _____ |
| | _____ | |

**In general, the FOCUS Bulletins were:**
(Circle reaction number)

| | GREAT | | | FORGET IT! |
|---|---|---|---|---|
| Organized | 3 | 2 | 1 | 0 |
| Interesting | 3 | 2 | 1 | 0 |
| Informative | 3 | 2 | 1 | 0 |
| Understandable | 3 | 2 | 1 | 0 |
| Rewarding | 3 | 2 | 1 | 0 |
| Useful | 3 | 2 | 1 | 0 |

**I would be interested in:** (Please check if interested)

_____ Receiving additional FOCUS Bulletins about PA 310s.

_____ Receiving FOCUS Bulletins about other states 310s.

Thank you for participating in this READERS SURVEY. Your comments or suggestions for improvement would be appreciated.

**COMMENTS (Optional):**

Fold, Staple, and
PLEASE RETURN TO:

Sherry Royce, Editor
FOCUS on management
1938 Crooked Oak Drive
Lancaster, PA 17601

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**FOCUS on management READERS SURVEY**

( Please Check)

**READER'S MAIN RESPONSIBILITIES** ___ Administration ___ Instruction ___ Counseling ___ Staff/Curric Develop. Other (list): _____

**READER'S ORGANIZATION** ___ SDE ___ Local Ed. Agency ___ College/University ___ Comm. Based Organ. Other (list): _____

**I received the following issues of FOCUS:**
(Please circle months received)

November: Program Promotion
January: Program Linkages
March: Staff Development

**My favorite issue was:**
(Please underline topic)

**I requested infomation from:**
(Please circle if applicable)

the 310 Project Developer
Advance
the FOCUS Editor

**Regarding the following 310 projects:**

_____

_____

_____

_____

_____

FOCUS on management Bulletins and Final Report are the result of a project supported in whole or in part by the U.S. Department of Education and the Pennsylvania Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education or the Pennsylvania Department of Education and no official endorsement should be inferred.